

Rachel Harsin

Adjunct Instructor

Department of Literature and Languages
Texas A&M University-Commerce

Pronouns: She / her / hers
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Education

PhD	In process	English with emphasis in Rhetoric & Composition Texas A&M University-Commerce 45 credits completed as of May 2024 Expected completion of coursework: December 2024
MA	2013	Media Literacy with Graduate Honors Webster University Thesis: <i>The Morphologies of Ten Successful Primetime Broadcast Television Shows</i> Thesis Advisor: Robert Dixon Major Advisor: Dr. Art Silverblatt
BA	2011	Film Studies with <i>Summa Cum Laude</i> University Honors, Department of Electronic and Photographic Media Honors, and Dean's List Honors Webster University Thesis: <i>Movie Stars & Their Audience: Image, Relationship, and Context</i> Thesis Advisor: Andrew Smith Major Advisor: Kathy Corley Portfolio Review Panel: Kathy Corley, Andrew Smith

Academic Appointments

Texas A&M University-Commerce • Commerce, TX

Adjunct Instructor

Department of Literature & Languages

January 2024 – present

Graduate Assistant Teacher of Record

Department of Literature & Languages

August 2023 – December 2023

Assistant Director in Charge of Staff Development

Graduate Assistant Researcher
Texas A&M University-Commerce Writing Center

August 2022 – May 2023

Graduate Writing Tutor

Graduate Assistant Researcher
Texas A&M University-Commerce Writing Center

January 2022 – May 2023

Webster University • St. Louis, MO

Teaching Assistant
Media Literacy Fieldwork
Department of Electronic and Photographic Media

January 2013 – March 2013

Teaching Experience

Texas A&M University – Commerce, Adjunct Instructor (January 2024 – present), **Graduate Assistant Teacher of Record** (August 2023 – December 2023)
ENG 1301 – College Reading and Writing

As the instructor of record, I instruct face-to-face classes while also utilizing the online platform D2L for aspects of the course, such as reading material distribution, discussion boards, and assignment collection. I create lesson plans, class activities, and course assignments, evaluate course assignments, and provide students with feedback.

ENG 1301 introduces students to writing as an extended, complex, recursive process and prepares students for English 1302, which more rigorously examines the forms and structures of argument and means to approaching multiple audiences. In 1301 students write weekly and work on essay organization and development. The course emphasizes close reading, summarizing, and analysis of expository texts, including student writing.

Webster University, Teaching Assistant (January 2013 – March 2013)
FLST 3160 – Topics in Film Studies: Film Noir

As my first Media Literacy Fieldwork, I was a teaching assistant for an undergraduate film course on the topic of film noir, working with Dr. Art Silverblatt. Due to Webster University's course schedule, it was an 8-week course. I was responsible for selecting reading material for all the films and leading class discussions. In addition, there was one week when the professor was traveling that I taught class in his absence.

Primary School:

VIPKid, Teacher (December 2019 – October 2021)
Levels 1 & 2 of English (students aged 6-13)

With VIPKid I taught Chinese children English online using an application that shares a slide show presentation on the student's and teacher's screens while also showing video feeds of the student and teacher. I was able to interact with the slides with a writing tool, a dragging tool, a timing tool, and a spotlight tool. VIPKid provided the lesson plans as the slide show presentations that have 24-50 slides that must be covered during a class period. As the teacher I was required to find or create resources to supplement the slide show to aid with that lesson. The teaching aids I used included toys, props, flashcards, photos, whiteboards, and movements to signify words, a technique known as Total Physical Response. The classes were in a one-on-one format. My students were typically 6 - 13 years old.

Saint Louis University, Honors College Service-Learning Community Outreach (January 2007 – May 2007)

Reading & Comprehension (students aged 12-14)

As part of my Crossroads: Intro to Honors course, we participated in a community outreach program in which we went to a local middle school to work with underprivileged youths on their reading and comprehension literacies. Each SLU student was assigned 3 or 4 students and a list of books to cover over the course of the semester. Part of our duties were to create the lesson plans, vocabulary lists, assignments, and exams ourselves. My group did very well; their academic and behavioral performance improved both in my lessons and in their other classes. As a result, I started with 3 students and had 2 more students who were not doing well in their original groups added to mine over the course of the semester.

Administration

Assistant Director in Charge of Staff Development

The Writing Center, Department of Literature & Languages, Texas A&M University-Commerce, August 2022 – May 2023

As the Assistant Director, I oversaw daily operations of the writing center that serves the entire campus community in collaboration with the other assistant director and the faculty director. As part of my position, I trained and evaluated our undergraduate and graduate tutors on writing center studies and tutoring practices. My other administrative duties included maintaining the tutoring schedule on our online platform, monitoring the Writing Center's email account, monitoring our staff's Slack forum, and monitoring the online tutoring schedule to ensure all sessions happen on time and handle any issues that arise. I also planned, organized, and conducted class visits, conference panels, representation at university events, and our own writing center events. In addition, I researched topics in writing center studies for the director, presentations, staff development, and my own scholarship. These research topics included peer-tutoring, collaborative tutoring versus directive tutoring, and students' right to their own language.

As a graduate writing tutor, I tutored students, faculty, or staff in 45-minute sessions on any writing projects at any step in the writing process, either in-person or using an online platform for synchronous video chat while jointly editing the text on a shared interactive word processor.

Conference Presentations

"Voice, Academic Writing, and Students' Right to Their Own Language," The Social Change Conference. Texas A&M University-Commerce. Commerce, TX, February 2022.

Digital Publications

Harsin, Rachel. Illuminating Literacy: Fighting Fake News. [BECOMING A SOUNDWRITER NETWORK - Network \(weebly.com\)](https://www.becomingasoundwriter.com/network)

This is an educational podcast made as part of the Becoming a Soundwriter Network in my doctoral coursework with digital media. It focuses on ways to identify fake news, or misinformation, on social media, and how to fight it, and why this is so important today.

Professional Development

Beyond Surveillance Apathy: Considering the Importance of Privacy when Using AI & Other Classroom Technologies. Gavin P. Johnson and Charles Woods. Texas A&M University-Commerce Artificial Intelligence Initiative Workshops. Commerce, TX. November 10, 2023.

Responding to the Distressed Student. Tina Yang and N. Juliana Dewitt. Texas A&M University-Commerce Counseling Center. Commerce, TX. October 18, 2023.

Rebuilding the Writing Foundation. Erik Cork. Hosted by Texas A&M University-Commerce. March 1, 2022.

Service

Assessor. The Learning Showcase / Celebration of Student Writing. Texas A&M University-Commerce. Commerce, TX. May 10, 2023.

Writing Center Representative. Mane Event. Texas A&M University-Commerce. Commerce, TX. March 4, 2023.

Assessor. The Learning Showcase / Celebration of Student Writing. Texas A&M University-Commerce. Commerce, TX. December 14, 2022.

Writing Center Representative. Mane Event. Texas A&M University-Commerce. Commerce, TX. October 15, 2022.

Writing Center Representative. New International Students Orientation. Texas A&M University-Commerce. August 26, 2022.

Writing Center Representative. Admitted Student Day. Texas A&M University-Commerce. Commerce, TX. April 23, 2022.

Languages

English: Native speaker, writer, reader, and listener

French: Advanced Mid reader; Intermediate Mid speaker and writer; Intermediate Low listener

Spanish: Advanced High listener; Advanced Mid speaker, writer, and reader

Italian: Intermediate Low reader and listener; Novice Mid speaker and writer

German: Intermediate Low speaker; Novice High reader; Novice Mid writer and listener

International Experience

September – December 2010: Attended Regent's University London, the United Kingdom.

I took courses on British architecture, London theater, and international communications. I immersed myself in British culture, attending 13 movies as part of the British Film Institute's London Film Festival, seeing sixteen theatrical productions, doing weekly walking tours of London, and traveling on the weekends to other cities and landmarks around the United Kingdom.

September 2007 – May 2008: Attended Saint Louis University – Madrid, Spain.

I attended Saint Louis University – Madrid, which is a 4-year American university in Madrid, Spain. At the time I was majoring in International Business, and I studied conversational Spanish. For the first semester, I lived with a Spanish woman we called a “Señora,” the term used in our community for house mothers, to immerse myself in Spanish culture and language. I went on a pilgrimage to Santiago de Compostela in the northwestern corner of Spain and I spent my weekends traveling to various Spanish cities.

July 2005: Attended Babylon Idiomas Valencia, Spain.

The summer I turned 18 I travelled to Valencia, Spain, and stayed with family friends for a month. While there, I took intensive Spanish classes at Babylon Idiomas Valencia. These courses allowed me to skip from Spanish 2 to Spanish 4 when I started my senior year of high school later in the year. While I visited Valencia, the couple I stayed with helped me experience as much of Spanish culture as I could, including attending a soccer match, going to a bullfight, and shopping at the famous Valencian Mercado Central. We also went outside of the city to several villages, beaches, and Albufera Natural Park.